

**2012 – 2015 SCHOOL YEAR PLAN**  
**and**  
**2011-2012 ANNUAL EDUCATION RESULTS**

**SCHOOL NAME**

SCHOOL LOGO



**VISION**

Parkland School Division is a place where exploration, creativity and imagination make learning exciting and where all learners aspire to reach their dreams.

**MISSION**

Our purpose is to prepare, engage, and inspire our students to be their best in a quickly changing global community.

## PREAMBLE

### 1. PURPOSE AND SEQUENCE OF THE EDUCATION REPORTING AND PLANNING PROCESS

The purpose of the Continuous Improvement Cycle is:

To improve education for students;

To provide an information base on which decisions can be made to better achieve results;

To provide direction and a sense of focus for changes and improvements occurring in our schools;

To ensure that there is an alignment of goals, strategies and outcomes;

To inform and involve our various communities, particularly the Board of Trustees and our parents;

To meet provincial requirements and address local needs.

As illustrated in the following diagram the first step of Parkland School Division's continuous improvement cycle focuses on accounting for outcomes achieved. In general terms, the cycle begins with a "scanning process" of various sources of information to identify whether desired outcomes are being met and where improvements could be made. Also identified during this process are the trends and issues that may impact the school's ability to achieve its desired outcomes in future years. The results of this scanning process are synthesized in the schools' Annual Reports and shared with the school community and public.

The second step in the continuous improvement cycle calls for the development of School Education Plans. Using the findings outlined in their Annual Reports to provide insight and direction, schools refine their goals, outcomes, and performance measures to ensure they are able to answer the questions:

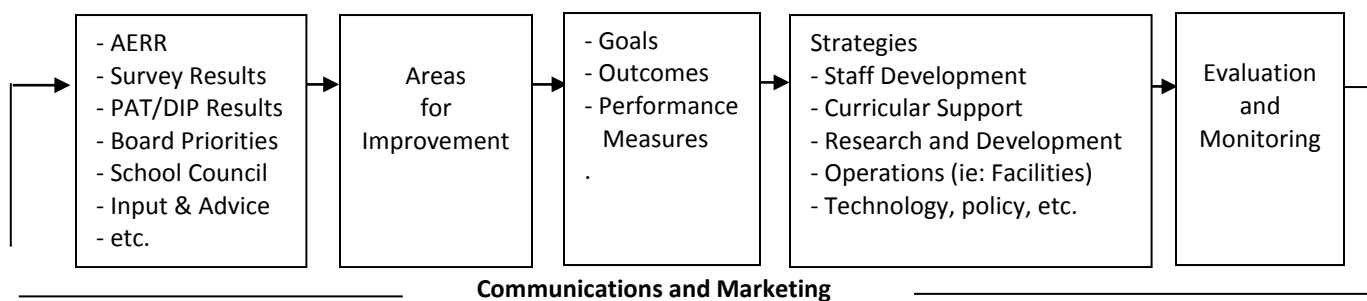
"What will we look like when we get to where we want to be?"

"To what extent are we achieving our outcomes?"

Strategies that address improvement areas and outline the best use of existing resources are then identified.

Over the course of a school year, schools are responsible for carrying out their education plans as well as for monitoring and charting their progress. Equally as important in this cycle are the people involved. In addition to each staff playing a major role in the planning process, parents, students and other relevant stakeholders should be given the opportunity to provide input during various states of the improvement cycle.

### CONTINUOUS IMPROVEMENT CYCLE



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## 2. Parkland School Division's Ultimate Goal - Student Success and Well-Being

Through a collaborative process with school and community stakeholders, Parkland School Division has developed a new vision and mission for its work in educating students.

"Students will be encouraged to explore, create, imagine, and engage in lifelong learning as they develop their skills/competencies to prepare to enter the world of post-secondary studies or work. The Division believes that student success is closely linked to student well-being and the development of social-emotional assets that build resiliency and is therefore committed to the development of the whole child at all levels of their education. The key elements that will guide the work of the Division and each school within the Division include:

Engage our students  
Engage our staff  
Engage our community  
Stewardship of our resources

Alberta Education has made some changes to the process of reporting jurisdictional results and Parkland School Division is aligning its reporting process to the Ministry's process. As a result, the following changes will be implemented for 2012-2013.

## 3. TIMELINES for COMPLETING THE TEMPLATES

Both the Division's and the School's Three Year Education Plans clearly provide direction for the continuous improvement of student learning through the development of supportive learning environments. The Division aligns its work with the direction, priorities and goals of the province while responding to the local and unique priorities of the communities it serves. Division schools align their education plans with the Division's education plan while responding to the local and unique priorities of their own school community. Education plans enable schools to be responsive to their students and the community they serve, and to focus on continuous improvement. As schools succeed in their efforts to improve student achievement, the division's overall achievement also improves. Therefore, the alignment between the Division and the schools within it continues to be a vital two-way relationship in the work of continuous improvement.

As the results of previous performance measures are a critical part of informing our work for the Education Plan and as schools must share both their Three-Year Education Plan and their School Results Reports with their stakeholders, schools will continue to develop a **combined Three-Year Education Plan 2012-2015 / Annual School Results Report 2011-2012**.

The new Three-Year Education Plan for 2012 – 2015 will incorporate Alberta Education's planning requirements but will do so within a new framework than encompasses the Division's new ultimate goal and key elements. It will also be a continuation of the Three-Year Education Plan developed last year with needed changes based on previous results and/or new emergent priorities within the school community and the Division. Although schools will be preparing one combined document to be shared fully with their school community later in the fall of 2012, involving the school community in the development of the new Three-Year Education Plan that will form part of that combined document in the next two/three months remains a critical aspect to the process.



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The following timelines provide are offered as a guideline to assist schools in their planning:

Date	Division	School
<b>PART I - The Three Year Education Plan (3YEP)</b>		
February, 2012	<input type="checkbox"/> Division vision & mission statements reviewed by stakeholders <input type="checkbox"/> Template for school combined 3YEP/AERR finalized and shared with schools <input type="checkbox"/> Administrator's Planning Guide to the school's Combined 3YEP/AERR finalized and shared with schools	<input type="checkbox"/>
June 2012	<input type="checkbox"/> Analysis of Accountability Pillar Survey Results	<input type="checkbox"/> Analysis of School Accountability Pillar Surveys Results
June, 2012	<input type="checkbox"/> Draft of Division 3YEP completed	<input type="checkbox"/> Principals review the current 3YEP with the school staff and school council and decide which changes need to be made based on the school's current reality including <input type="checkbox"/> Review strategies from the current 3YEP in light of Division priorities and school priorities and make changes as appropriate
August, 2012	<input type="checkbox"/> Finalize the Division 3YEP draft document <input type="checkbox"/> Present draft 3YEP to LEAD Team for feedback <input type="checkbox"/> Share planning documents and process timelines with LEAD Team at first LEAD Team meeting on August 22, 2012	<input type="checkbox"/> Principals begin writing their school 3YEP
September-October, 2012	Stakeholder feedback on the Draft of Division 3YEP: - Lead Team - COSC - Community Stakeholders	<input type="checkbox"/> Stakeholder feedback on the draft of the school's 3YEP: <input type="checkbox"/> Staff <input type="checkbox"/> School Council



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## PART II – The Annual Education Results Report (AERR)

September and October, 2012	<ul style="list-style-type: none"> <li>❑ Analyze results of the PAT/DIP results for 2012 and prepare trend-lines to share with senior executive team and school administrators</li> <li>❑ Complete the combined 3YEP/AERR document by adding the results of the PAT/DIPs, adjusting targets as appropriate, and providing comments on division results for each goal</li> <li>❑ Share the draft with Lead Team and COSC for feedback</li> </ul>	<ul style="list-style-type: none"> <li>❑ Analyze results of the school's PAT or DIP results for 2012                             <ul style="list-style-type: none"> <li>❑ Complete the combined 3YEP/AERR document by adding the results of the PAT or DIPs, adjusting targets as appropriate</li> </ul> </li> <li>❑ Provide comments to support achievement data in the School Combined Three-Year Education Plan 2012 – 2015 / Education Results 2011 document</li> <li>❑ Involve community stakeholders in the development and review of the combined 3YEP/AERR (school council, staff)</li> <li>❑ Prepare a communication plan for sharing the 3YEP with the school community (including a summary document that can be posted on the website and shared with stakeholders – e.g. Mind map, brochure, etc.)</li> </ul>
October 31- November 9, 2012	<ul style="list-style-type: none"> <li>❑ Provide feedback and guidance to schools in the development of their combined 3YEP/AERR documents</li> </ul>	<ul style="list-style-type: none"> <li>❑ Principals submit a copy of their school's DRAFT combined 3YEP/AERR and summary document or brochure to Tim (or Emilie) for review</li> </ul>
November 2012	<ul style="list-style-type: none"> <li>❑ Prepare a summary document to communicate the Division 3YEP/AERR with stakeholders</li> <li>❑ Present the final combined 3YEP / AERR document and summary document to Trustees for their approval (November 12, 2012)</li> </ul>	<ul style="list-style-type: none"> <li>❑ Principals share their draft 3YEP/AERR brochure or summary document with their Community Schools colleagues for feedback (November 21, 2012)</li> <li>❑ Finalization of the school combined 3YEP/AERR document and summary document. School Council chair to sign completion form.</li> </ul>
November 30, 2012	<ul style="list-style-type: none"> <li>❑ Post final combined 3YEP/AERR to the Division Website</li> </ul>	<ul style="list-style-type: none"> <li>❑ Submit 1 electronic copy of the combined 3YEP/AERR and the summary document/brochure to the Superintendent's office (send to Darlene Smith <a href="mailto:dsmith@psd70.ab.ca">dsmith@psd70.ab.ca</a>). Darlene will post it to a Division site.</li> <li>❑ Submit one paper copy of the combined 3YEP/AERR to the School Council Chair</li> <li>❑ Post final combined 3YEP/AERR to the School Website</li> </ul>



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## COMPLETING THE TEMPLATES

1. Revised templates from the school division will be available to schools for the combined Three Year Education Plan and Annual School Results Report (as soon as they are made available by Alberta Education). Alberta Education provided School Results Reports for each school on May 30, 2012 and revised on October 1, 2012 to include results of the PATs and DIPs. This information will help to inform strategies and targets for the Three Year Education Plan.
2. The templates, completed in the order provided, should provide all the information necessary for the Combined Three Year Education Plan and the School Annual Report submission. When completing each template, please:
  - a) Remove the preamble and any “italicized” text, which provides schools with guidance on the information required to complete the template;
  - b) Remove templates not applicable to your school (e.g. early and middle year schools would not complete the DIPs and Final Course Marks template). Please be sure to complete and submit all other parts of the report.
  - c) Approach writing comments for each outcome in the Annual Report with the knowledge that it is intended to be shared with various stakeholder groups and will be posted on your school website and Parkland School Division’s website.
3. Area superintendents are prepared to meet, discuss and help with your report prior to submission.

## INVOLVING STAKEHOLDERS:

1. **REQUIRED:** Because it is a legal requirement to do so and because it is important to actively involve our community stakeholders and share our successes and challenges as a means of growing a division collaborative culture, schools must seek input from their School Councils in both the preparation and development of their Three Year Education Plan and School Results Reports. Input includes sharing all data and information with School Council members and asking for their advice on future direction and strategies to effectively achieve continuous improvement for their school. Feedback from admin colleagues and senior executives can help provide administrators with suggestions for editing their Three Year Education Plan and Annual School Reports before submitting them to the Superintendent’s office. The process of actively involving School Councils is different and more involved than “sharing” a completed document with them. If you require support with this process, please do not hesitate to ask your area Superintendent for assistance.

## PREPARING THE FINAL COMBINED THREE YEAR EDUCATION PLAN AND SCHOOL ANNUAL RESULTS REPORT:

1. Follow the timelines provided by the Senior Executive Team for the development of the combined Three Year Education Plan and the School Annual Results Report
2. Submit to the Superintendent **on or before November 30, 2012:**
  - One (1) copy, in paper format, to the School Council Chair
  - An electronic copy to be emailed to Darlene Smith at [DSmith@psd70.ab.ca](mailto:DSmith@psd70.ab.ca)
  - One (1) electronic copy of the two-page summary attention to Darlene Smith at [DSmith@psd70.ab.ca](mailto:DSmith@psd70.ab.ca)
3. Post the school’s combined Three Year Education Plan and School Annual Education Results Report and a copy of your summary document on your school website on November 30, 2012.



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## **School Profile**

The School Profile provides a brief description of the school to provide context for the plan. It generally includes:

- School Name, Principal, Address, Phone and FAX numbers, E-mail and website address
- Student Population, No. of teachers, no. of support staff, and grades served
- A bulleted list of unique features – if applicable
- Quotes from parent advocates (2) and from students (2-3)
- A brief description of “How we define success”
- A brief description of “How we define success for our students?”
- A brief description of “What makes our school “good” and how do we know

## **Summary of Accomplishments**

This section highlights the school’s major accomplishments and achievements in pursuing their education plan goals for 2011-2012. It also offers the opportunity to celebrate its successes – “Your Story”.



### **VISION**

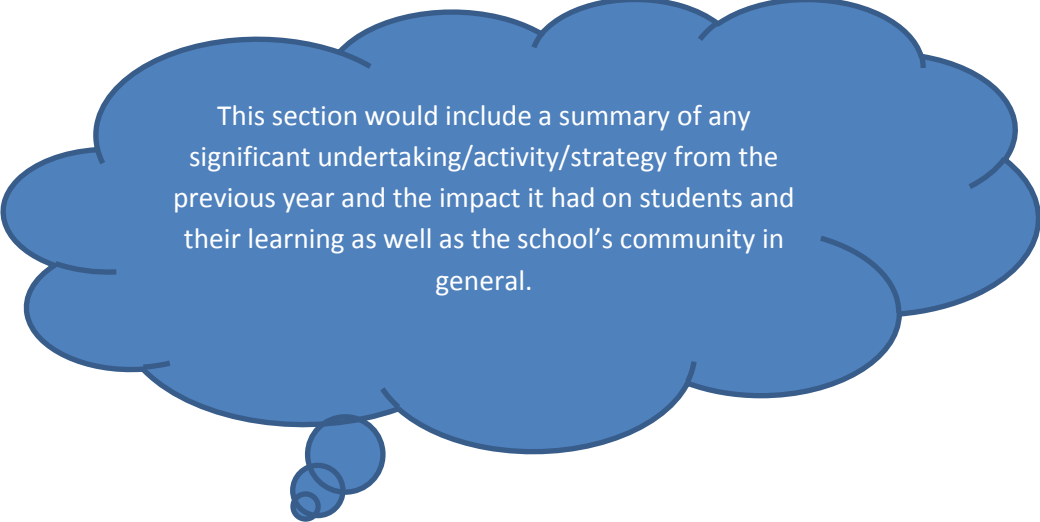
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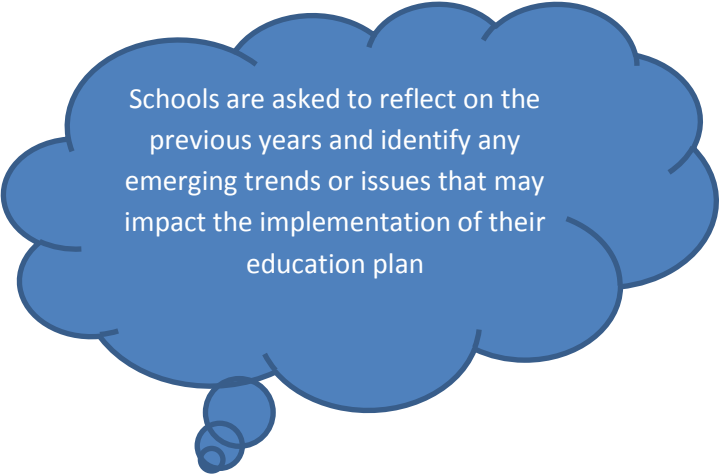


### **Impact of major activities/strategies from previous year(s) (optional)**



This section would include a summary of any significant undertaking/activity/strategy from the previous year and the impact it had on students and their learning as well as the school's community in general.

### **Trends and Issues (Optional)**



Schools are asked to reflect on the previous years and identify any emerging trends or issues that may impact the implementation of their education plan



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## **Alberta Education**

- Vision** All students are inspired to achieve success and fulfillment as ethical citizens with an entrepreneurial spirit.
- Mission** Collaborate to inspire every student to engage in high quality learning opportunities needed to develop competencies required to contribute to society and sustainable economy.
- Goals**
1. Success for every student.
  2. High quality education through collaboration and innovation.
  3. Success for First Nation, Metis and Inuit (FNMI) students.

This page is for parent information only. You may choose to not include it if you prefer.

### **Alberta Education Foundation for Student Learning**

Literacy and numeracy are keys to student learning

#### **Competencies**

Critical thinking, problem solving and decision making	Digital and technological fluency
Creativity and innovation	Collaboration and leadership
Social, cultural, global and environmental responsibility	Lifelong learning, personal management and well being
Communication	



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## Parkland School Division's Ultimate Goal: Student Success and Well Being

*Students will be encouraged to explore, create, imagine, and engage in lifelong learning as they develop their skills/competencies to prepare to enter the world of post-secondary studies or work. The Division believes that student success is closely linked to student well-being and the development of social-emotional assets that build resiliency and is therefore committed to the development of the whole child at all levels of their education. The key elements that will guide the work of the Division include:*

1. *Engage our Students*
2. *Engage our Staff*
3. *Engage our Community*
4. *Stewardship of our Resources*

Key Elements	Engage our Students	Engage our Staff	Engage our Community	Stewardship of our Resources
	<i>Every student will be successful</i>	<i>All staff are learners with a focus on student success</i>	<i>Everyone can make a meaningful contribution to public education</i>	<i>The Division effectively manages its resources to support student learning</i>
	Meaningful assessment and reporting	Inclusion	Open and honest communication	System Review
	Student mental and physical well being	Innovative instructional practices	Meaningful engagement with all stakeholders	Distributed decision-making
	Student choice and personalized learning	Leadership development	Collaborative partnerships with business and community	Fiscal responsibility




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## School Accountability Pillar Overall Summary



Insert your school's  
Accountability Pillar  
Summary – October 2012.  
It will be available on your  
Extranet in October.


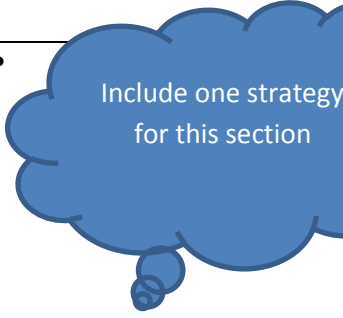
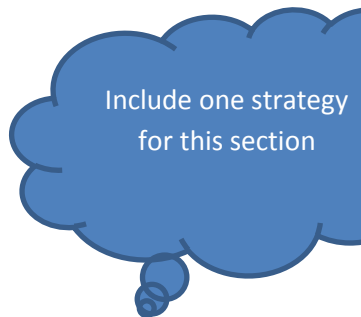


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To Achieve Student Success and Well-Being for All Students, Parkland School Division will: Engage our Students			
Key Elements	Outcomes	Division Strategies	School Strategies
<b>Meaningful assessment and reporting</b>	<ul style="list-style-type: none"> <li>Students demonstrate proficiency in literacy and numeracy</li> <li>Students achieve student learning outcomes</li> <li>Students develop competencies for success as engaged thinkers and ethical citizens with an entrepreneurial spirit</li> </ul>	<ul style="list-style-type: none"> <li>Develop and implement AISI Cycle 5 Project with a focus on Assessment AS Learning connected to Critical Thinking</li> <li>Implement a division-wide K-9 curriculum-based report card with a focus on competencies</li> <li>Enhance student centered assessment and reporting</li> </ul>	<ul style="list-style-type: none"> <li>  </li> </ul>
<b>Student mental and physical well-being</b>	<ul style="list-style-type: none"> <li>Effective learning and teaching within caring, respectful, safe and healthy environments</li> <li>The education system demonstrates leadership and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Implement a division-wide initiative focused on enhancing the resiliency and mental health of students</li> <li>Establish community partnerships to support student health</li> </ul>	<ul style="list-style-type: none"> <li>  </li> </ul>
<b>Student choice and personalized learning</b>	<ul style="list-style-type: none"> <li>Students have access to programming and supports to enable their learning</li> <li>FNMI students are engaged in learning</li> </ul>	<ul style="list-style-type: none"> <li>Enhance the effective use of emerging and current technologies in learning and in life</li> <li>Promote practices that offer greater alignment between individual student needs and flexible learning structures that provide students with increased choice</li> <li>Explore how current Division programs provide choice and opportunities for personalized learning for students (e.g. Languages, Fine Arts, Leadership programs)</li> </ul>	<ul style="list-style-type: none"> <li>  </li> </ul>



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**Outcome: Students demonstrate proficiency in literacy.**

The information for this chart is in your Extranet, Accountability Pillar School Report for October 2012. Target 2012 was the target you set in last year's 3YEP for this measure. Set new and achievable targets for this measure. Targets must reflect reasonable progress toward improvement.

Performance Measure	Results (in percentages)			Target					Evaluation					Targets	
	2008	2009	2010	2011	2012	Achievement	Improvement	Progress	2013	2014	2015	2016	2017	2018	2019
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).															
Percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).															

For K-9 Schools only

**Comment on Results**

Offer some contextual information, factors affecting performance, analysis of results. Include factors that influenced the results, actions taken to improve results to date and in the future. If results have improved, identify strategies or actions that may have contributed to this improvement.

**Outcome: Students achieve student learning outcomes.**

Performance Measure	Results (in percentages)					Target	Evaluation					Targets	
	2007	2008	2009	2010	2011		Achievement	Improvement	Progress	2012	2013	2014	2015
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.													
Drop Out Rate - annual dropout rate of students aged 14 to 18													
High school to post-secondary transition rate of students within six years of entering Grade 10.													
Percentage of Grade 12 students eligible for a Rutherford Scholarship.													
Percentage of students writing four or more diploma exams within three years of entering Grade 10.													

For high schools only. The information for this chart is in your Extranet, Accountability Pillar School Report for October 2012. Target 2012 was the target you set in last year's 3YEP for this measure. Set new and achievable targets for this measure. Targets must reflect reasonable progress toward improvement.

**Comment on Results**

Offer some contextual information, factors affecting performance, analysis of results. Include factors that influenced the results, actions taken to improve results to date and in the future. If results have improved, identify strategies or actions that may have contributed to this improvement.



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**Outcome: Students develop competencies for success as engaged thinkers and ethical citizens with an entrepreneurial spirit.**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.												
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.												

**Comment on Results**

**Outcome: Effective learning and teaching within caring, respectful, safe and healthy environments.**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.												
Percentage of teachers, parents and students satisfied with the overall quality of basic education.												
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.												

**Comment on Results**



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**Outcome:** *FNMI students are engaged in learning.*

**Comment on Results**

Study the results of the achievement of your FNMI learners and offer some comments about their achievement. Where are your FNMI students achieving in comparison to other students in your school, the Division, and in the province. Comment on factors that may have contributed to their success or lack of success.






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To Achieve Student Success and Well-Being for All Students, Parkland School Division will: Engage our Staff			
Key Elements	Outcomes	Division Strategies	School Strategies
Inclusion	<ul style="list-style-type: none"> <li>The jurisdiction shares promising practices to support all students in inclusive learning environments</li> <li>Staff can clearly articulate what inclusion means</li> <li>Staff can support students in inclusive learning environments</li> <li>All students are engaged in learning</li> </ul>	<ul style="list-style-type: none"> <li>Implement the Learning Coach model</li> <li>Implement Year 2 of EA Boot Camp</li> <li>Develop a Division communication plan to build community understanding and support of inclusion in Parkland School Division</li> </ul>	<ul style="list-style-type: none"> <li>  </li> </ul>
Innovative instructional practices	<ul style="list-style-type: none"> <li>Students have access to programming and supports to enable their learning</li> <li>The jurisdiction will demonstrate openness to new and innovative ideas, leadership and collaboration</li> <li>Learners, educators, and families will have improved access to digital tools that support both face-to-face and online learning</li> </ul>	<ul style="list-style-type: none"> <li>Implement Cycle 5 AISI - Critical Thinking and Assessment as Learning</li> <li>Implement a mobile learning initiative</li> <li>Connect pedagogy and assessment</li> <li>Continue the Learning Leader Initiative</li> </ul>	<ul style="list-style-type: none"> <li>  </li> </ul>
Leadership development	<ul style="list-style-type: none"> <li>The jurisdiction will demonstrate openness to new and innovative ideas, leadership and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Create a collaborative culture and growth mindset of open and continuous learning</li> </ul>	<ul style="list-style-type: none"> <li>  </li> </ul>
Comments on Results:			



#### VISION

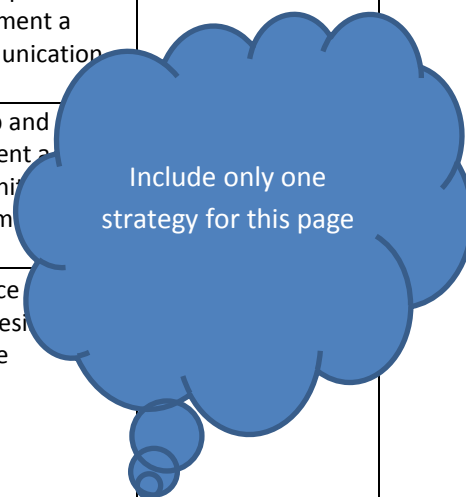
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**Outcome:** *The education system demonstrates leadership and collaboration.*

To Achieve Student Success and Well-Being for All Students, Parkland School Division will: Engage our Community			
Key Elements	Outcomes	Division Strategies	School Strategies
<b>Open and honest communication</b>	<ul style="list-style-type: none"> <li>Stakeholders are informed</li> </ul>	<ul style="list-style-type: none"> <li>Develop and implement a communication plan</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>Meaningful engagement with all stakeholders</b>	<ul style="list-style-type: none"> <li>Stakeholders have opportunities to provide input</li> </ul>	<ul style="list-style-type: none"> <li>Develop and implement a communication engagement</li> </ul>	
<b>Collaborative partnerships with business and community</b>	<ul style="list-style-type: none"> <li>External agencies and organizations partner with the Division to support students</li> <li>Increased wraparound supports and services for students</li> </ul>	<ul style="list-style-type: none"> <li>Introduce Youth Resiliency Initiative</li> </ul>	
Comments on Results:			



Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.												
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.												




#### VISION

Parkland School Division is a place where exploration, creativity and imagination make learning exciting and where all learners aspire to reach their dreams.

#### MISSION

Our purpose is to prepare, engage, and inspire our students to be their best in a quickly changing global community.

To Achieve Student Success and Well-Being for All Students, Parkland School Division will: Enhance Stewardship of our Resources			
Key Elements	Outcomes	Division Strategies	School Strategies
<b>System Review</b>	<ul style="list-style-type: none"> <li>Resources are aligned with Division priorities</li> <li>Comprehensive ten-year facilities plan</li> </ul>	<ul style="list-style-type: none"> <li>Develop and implement a community engagement plan</li> <li>Collaboration with Education and Municipal partners</li> <li>Data analysis and risk assessment</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>Distributed decision-making</b>	<ul style="list-style-type: none"> <li>Effective and efficient use of resources through informed, evidence based decisions</li> <li>Responsive, transparent and sustainable decisions at all levels of the organization</li> </ul>	<ul style="list-style-type: none"> <li>Improved access to data to support transparent decision making</li> <li>Provide staff development</li> <li>Establish a funding allocation model that addresses a continuum of supports and services for students with diverse learning needs.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul> 
<b>Fiscal responsibility</b>	<ul style="list-style-type: none"> <li>A balanced and sustainable budget</li> <li>Efficient use of resources through effective processes</li> <li>Operational, financial and compliance objectives are met</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of electronic processes that eliminate data redundancy</li> <li>Build capacity of Lead Team</li> <li>Internal control and risk assessment</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Comments on Results:			



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## AISI Cycle 5 Division Project

### AISI Division Project Focus for 2012-2015:

*Embedding assessment AS Learning into Critical Thinking in an Inclusive Learning Environment*

### Anticipated Learning Goals:

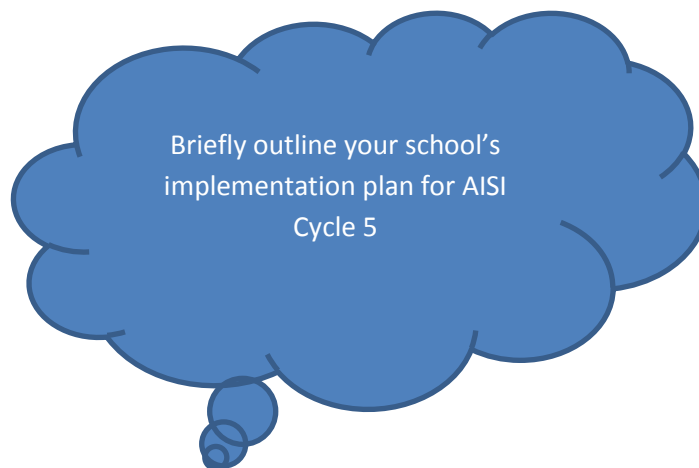
- All students are able to assess their learning and develop an improvement plan
- All students are problem solvers and critical thinkers
- All students gain the skills to be successful independent learners in their learning environment
- All students are motivated to learn
- Teachers are embedding assessment AS learning in their teaching practice
- Teachers are embedding critical thinking into their teaching practice
- A common language around assessment AS learning exists in Parkland School Division
- A common language around critical thinking exists in Parkland School Division
- Students are well prepared for life and work environments

### Research Question:

To what extent does embedding assessment AS learning into the critical thinking model impact student engagement and performance in an inclusive learning environment?

### School Key Implementation Strategies to Achieve AISI Learning Goals:

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## Future Challenges

Based on your analysis of the data contained in the document, outline the challenges or areas of improvement for your school. Schools may also want to briefly describe the major educational issues and priorities for the next few years.



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## Professional Learning Plan for 2012-2013

1. Highlight the major areas of professional development focus for 2012-2013 school year and anticipated impact of the Professional Learning on student learning.
2. Highlight how teacher professional growth plans align with the school's education plan and division ultimate goal.
3. Highlight how learning technologies are included/incorporated in the school's professional learning plan.



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## Budget

***Budget Information and Highlights are to be submitted here. These will be provided by the Finance Department.***



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